



Kentucky Student Success Summit
April 2-3, 2012

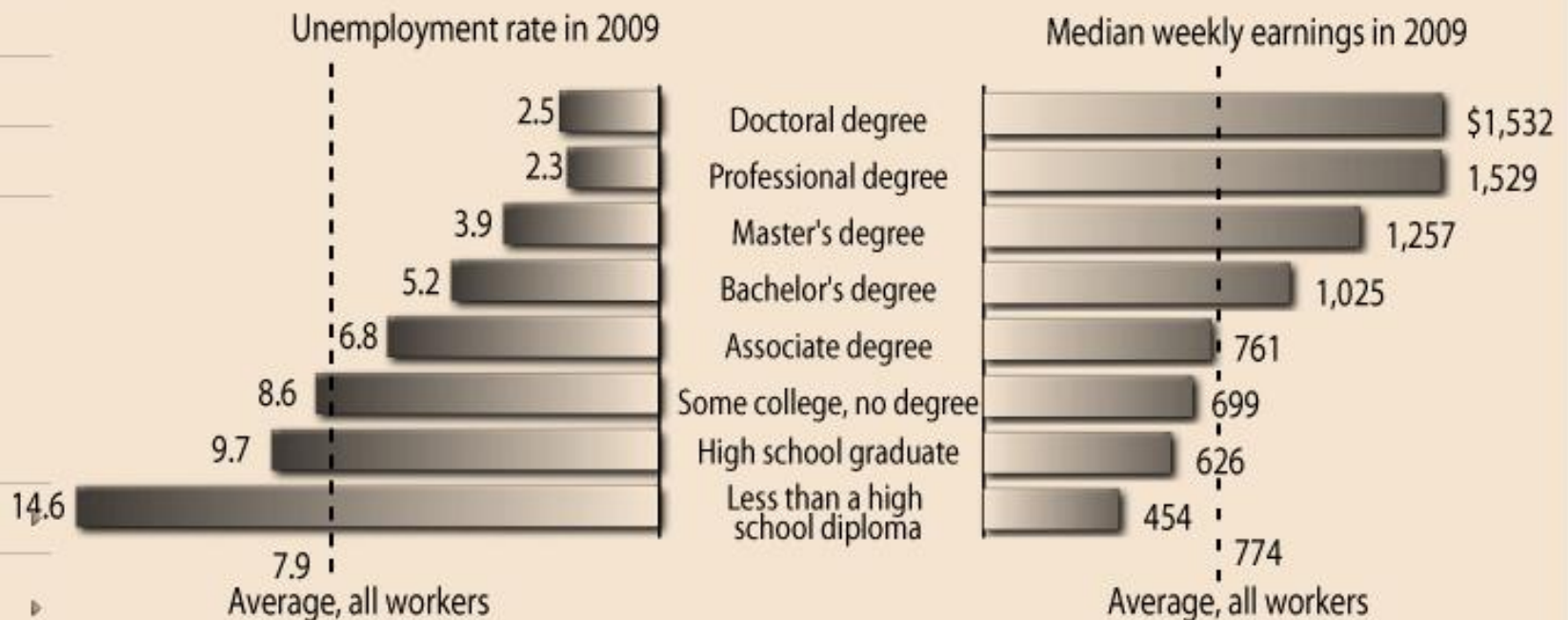
Marriott Louisville Downtown Hotel, Louisville, KY

Working the Multiple Issues of Retention and Graduation



The Conundrum: A Huge Gain but Relatively Few Succeed

Education pays

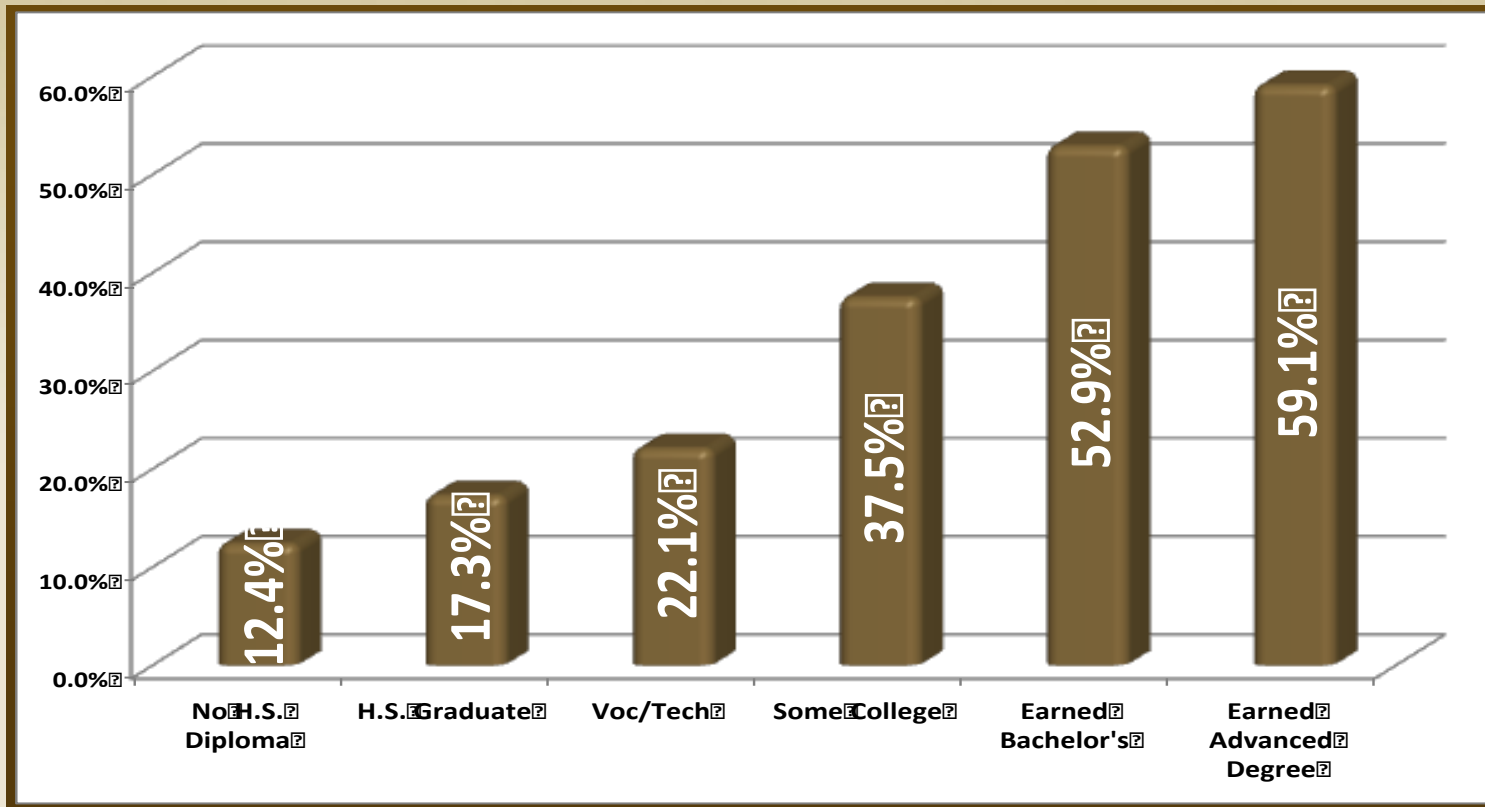


Source: Bureau of Labor Statistics, Current Population Survey



Relationship between Parental Education Level and the Educational Attainment of their Children

% Children Attaining Bachelor's Degree or Better



Source: Chronicle of Higher Education, August 27, 1999

Educational Level of Parents



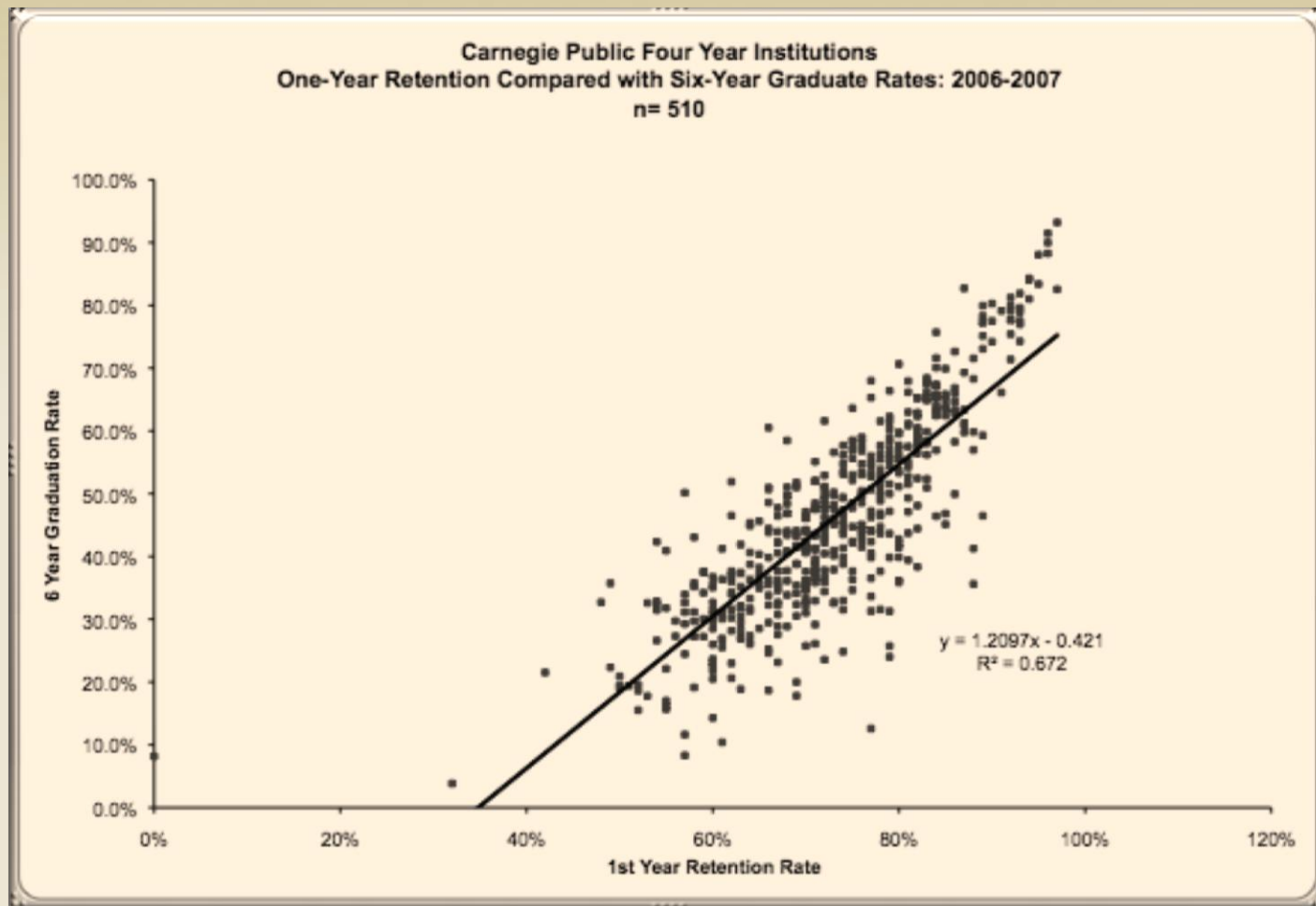
54.2%

A National Embarrassment: Losing 45.8% of First Time In College Students*

***IPEDS, 4 year Public institutions, n=512**



Inter-institutional Effects



Three Critical Elements of a Retention/Graduation Program (Creating a Culture of Success)

1. An individual, by status or personality, must drive the process and have access to human and financial resources.
2. A process based on detailed data must be established and **maintained for at least five years.**
3. There must be a team of individuals from across campus committed to student success who meet **weekly** to assess progress.



Your Retention Team I

- Admissions
- Registrar
- Housing
- Health Center
- Financial Aid
- Career Center
- Withdrawal Services

- Course Director
- Orientation Director
- Undergraduate Dean
- Institutional Research
- Honors Director
- CARE Director
- Provost



Your Retention Team II

- Coaching Director
- Student Government
- Office of National Fellowships
- Undergraduate Research
- Library Director
- Finance and Administration
- Others as needed or invited



Cross-Campus Success Team

Chief Academic Officer convenes the group and participates

Supported by Institutional Research

Core Services:

admissions, registration, financial aid, career services, housing, health center, institutional research, and withdrawal services

Cross-Campus Success Team:

A group of approximately 20 professionals from these areas convenes weekly to talk about data and the students within the data. The group makes detailed action plans with specific tasks, responsible parties, and concrete deadlines.

Academic Programs:

undergraduate studies, honors program, undergraduate research, library services, and fellowships

Support Programs:

orientation, advising and coaching, tutoring and study skills courses, and special programs for underserved populations

Student Representation:

Student government representative. Brings student voice to table and leverages additional support for success programs

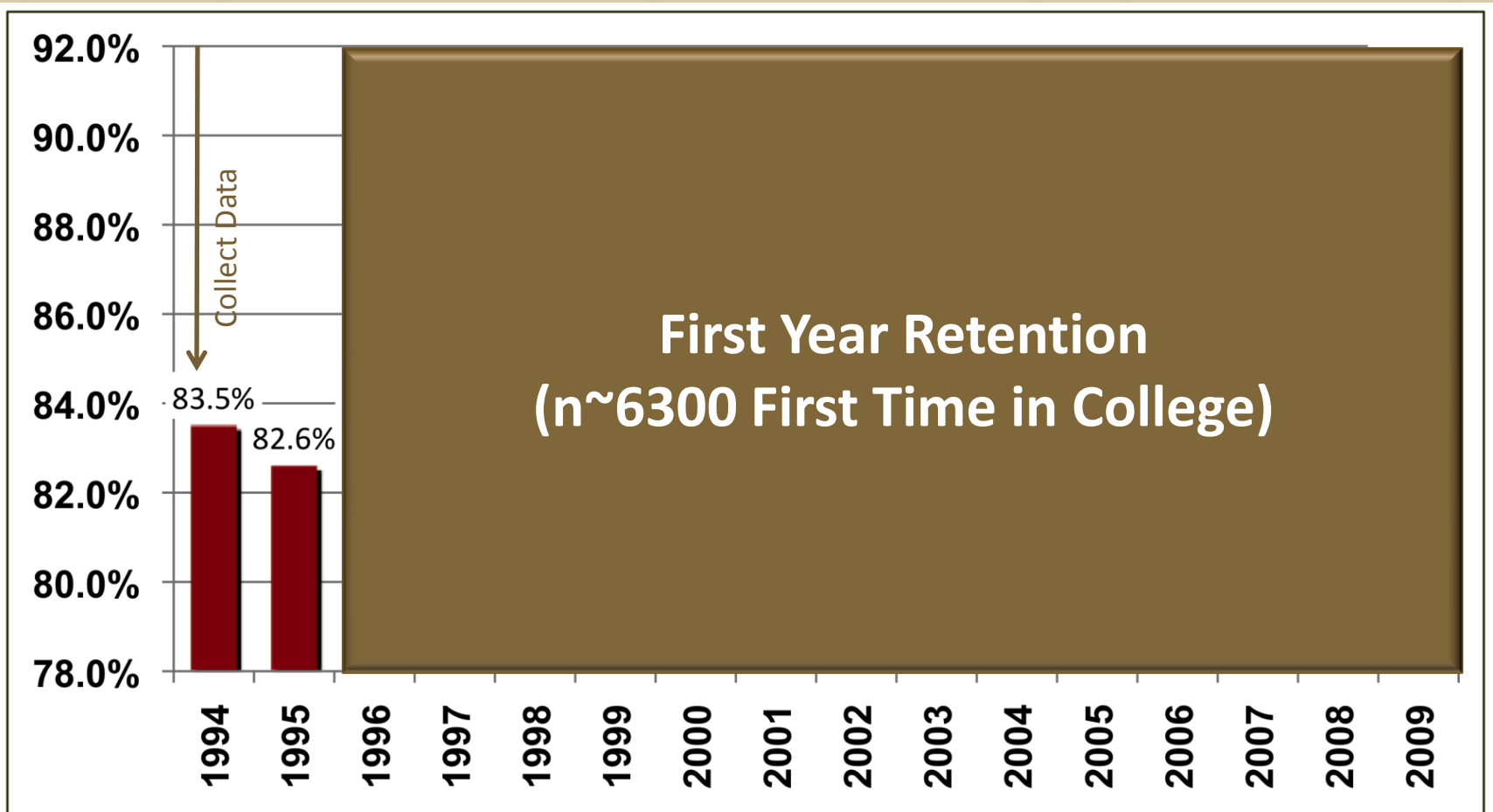
Factors Affecting Student Retention

(ACT Report, 2008)

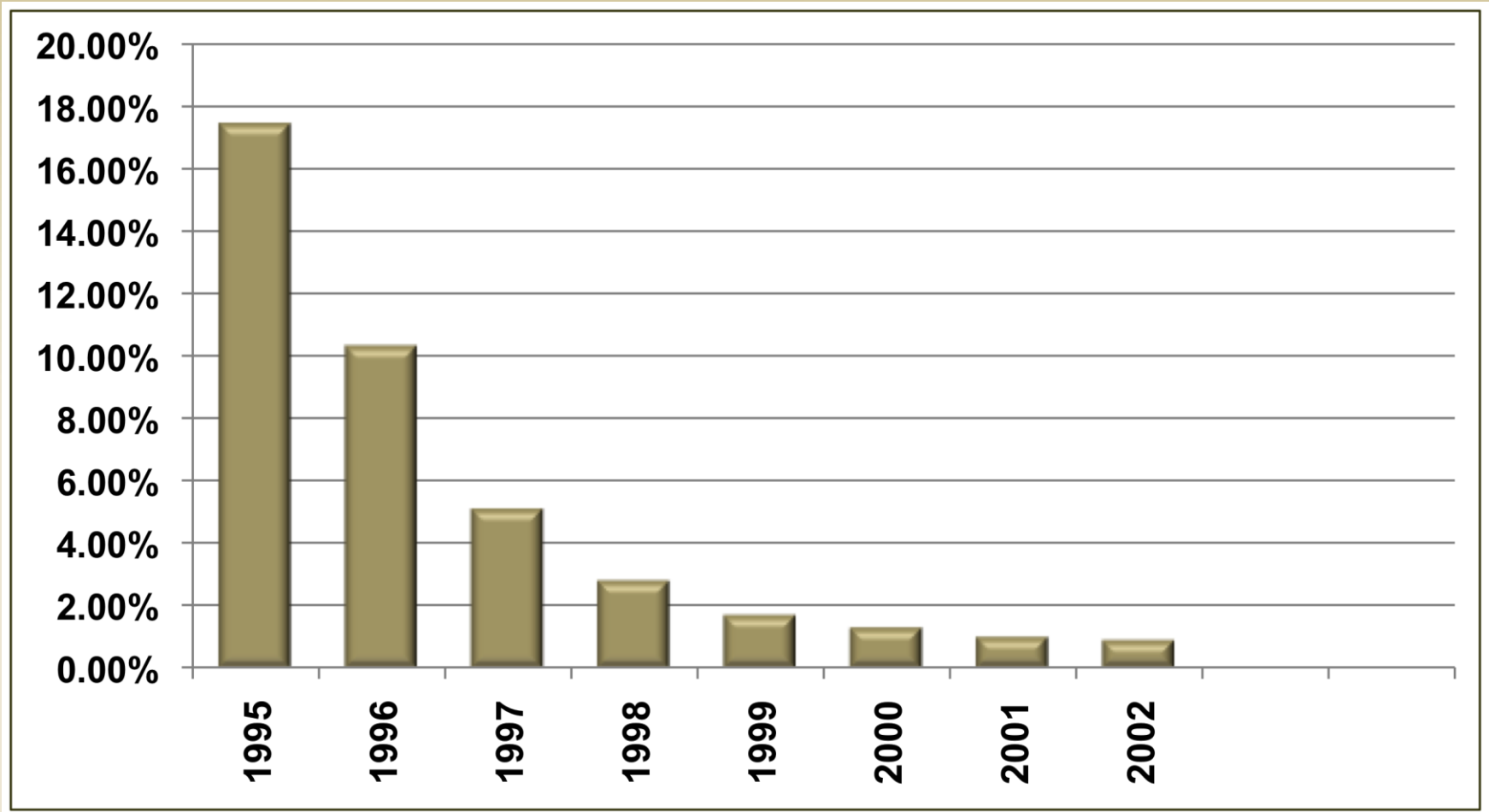
Non-Academic Factors	Description
Academic goals	Level of commitment to obtain a college degree.
Achievement motivation	Level of motivation to achieve success.
Academic self-confidence	Level of academic self-confidence (of being successful in the academic environment).
Academic-related skills	Time management skills, study skills, and study habits (taking notes, meeting deadlines, using information resources).
Contextual influences	The extent to which students receive financial aid, institution size and selectivity.
General self-concept	Level of self-confidence and self-esteem.
Institutional commitment	Level of confidence in and satisfaction with institutional choice.
Social support	Level of social support a student feels that the institution provides.
Social involvement	Extent to which a student feels connected to the college environment, peers, faculty, and others in college, and is involved in campus activities.
Academic Factors	
Standardized Test	Assessment score preparedness measure in English, mathematics, reading, and science.
High school grade point	Cumulative grade point average student average (HSGPA) earned from all high school courses.
Other Factor	
Socioeconomic status (SES)	Parents' educational attainment and family income.



First Year Retention



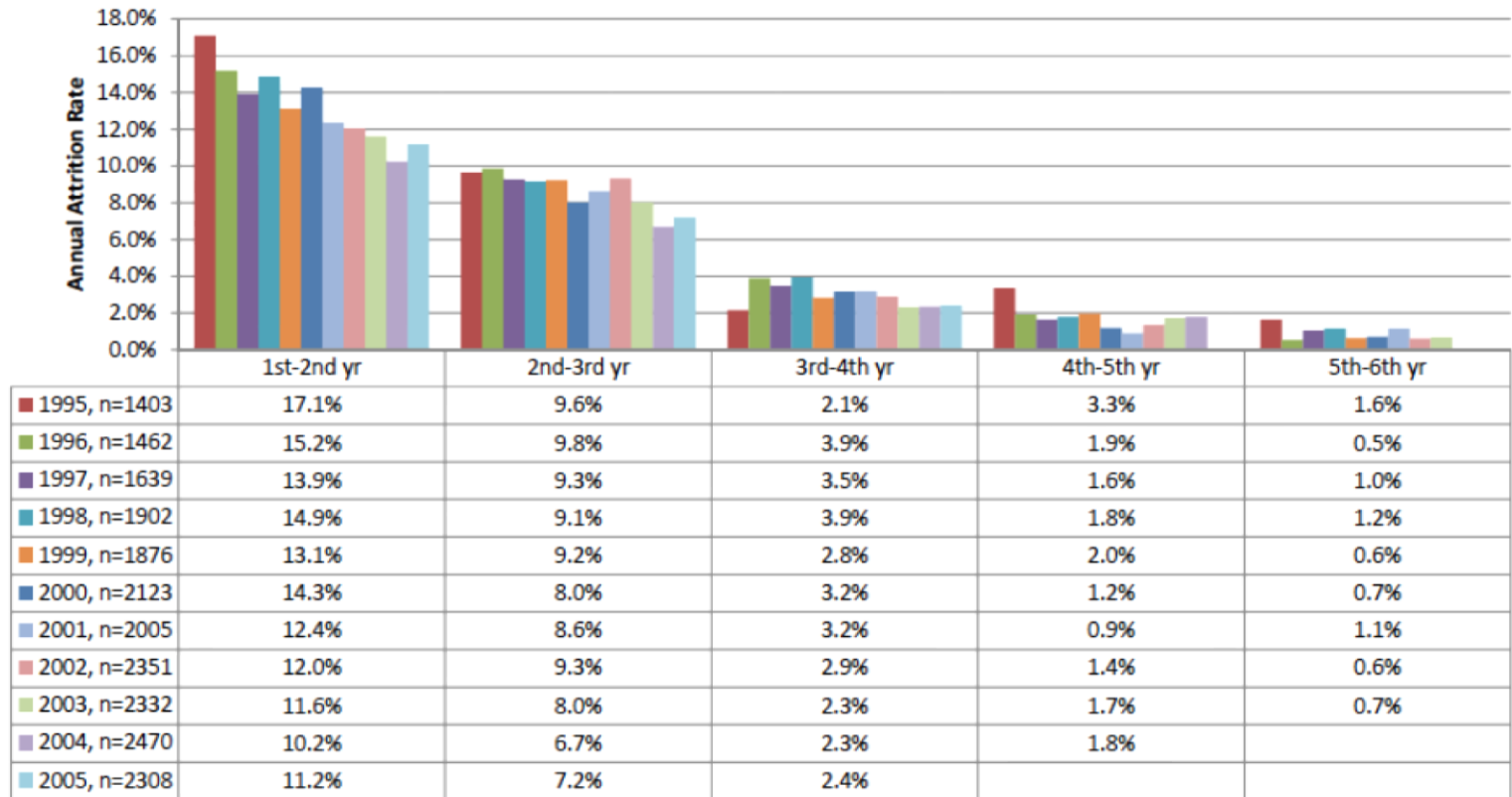
TYPICAL ATTRITION TABLE



LOSS OF STUDENTS OVER NINE YEARS



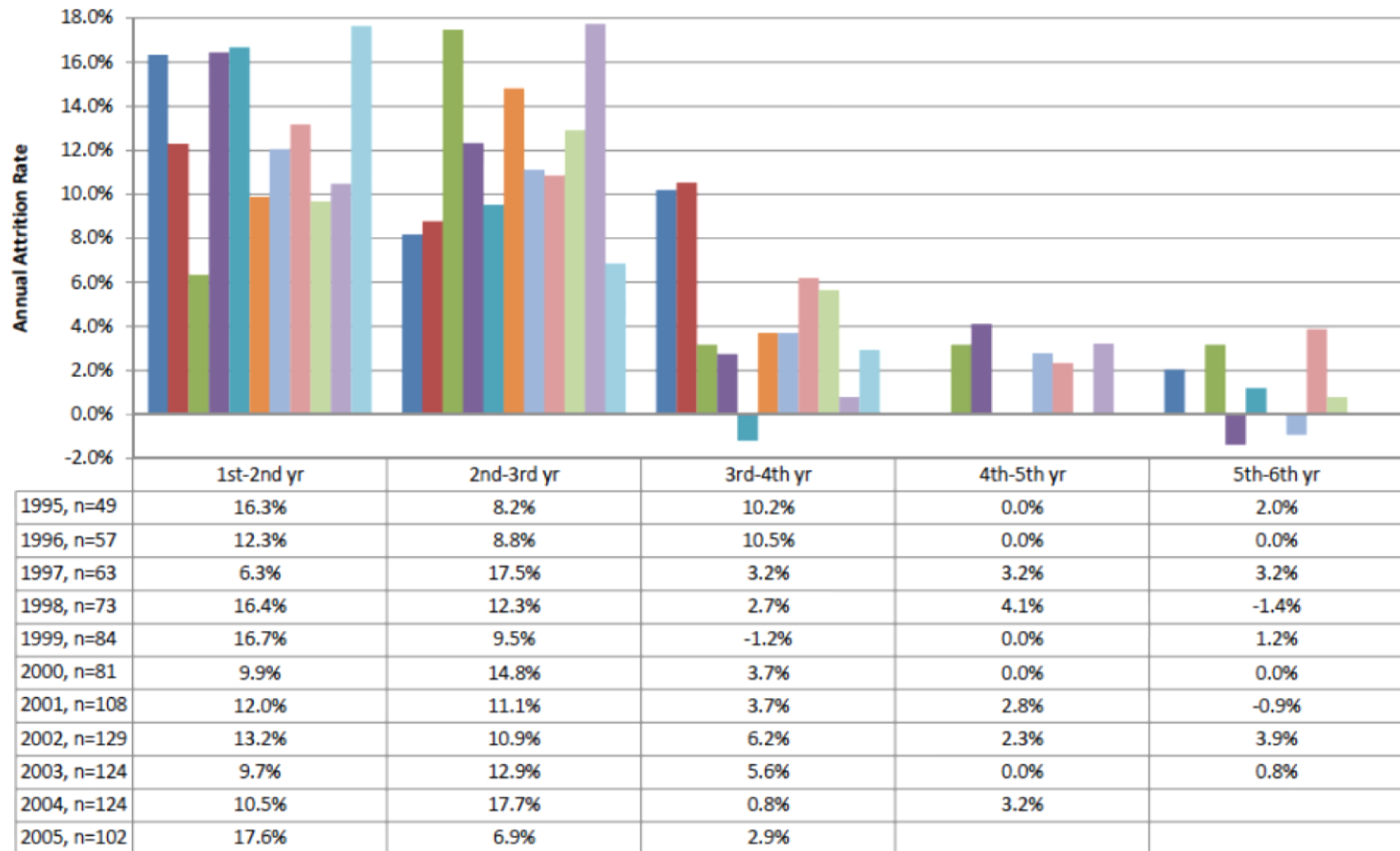
1995-2005 In-State White Female FTIC Subcohorts Attrition Rate Table



Annual Attrition Rate by Subcohort Year



1995-2005 Hispanic Female PELL Recipients Attrition Rate Table

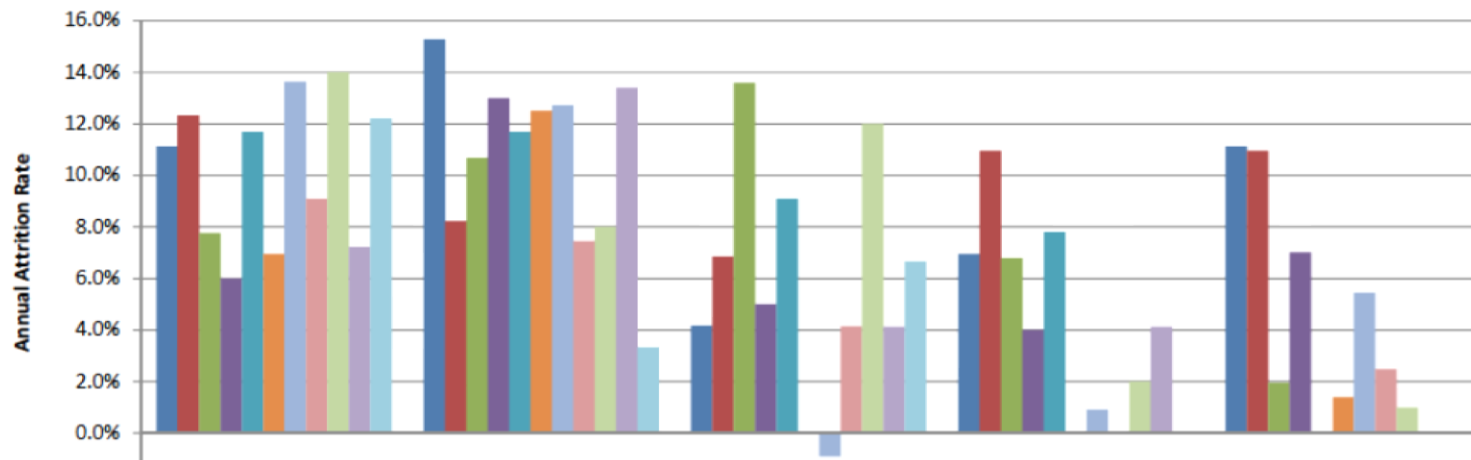


Annual Attrition Rate by Subcohort Year

Note: a negative attrition rate indicates a drop in the rate and means student(s) returned to their subcohort



1995-2005 Black Male PELL Recipients Attrition Rate Table



	1st-2nd yr	2nd-3rd yr	3rd-4th yr	4th-5th yr	5th-6th yr
1995, n=72	11.1%	15.3%	4.2%	6.9%	11.1%
1996, n=73	12.3%	8.2%	6.8%	11.0%	11.0%
1997, n=103	7.8%	10.7%	13.6%	6.8%	1.9%
1998, n=100	6.0%	13.0%	5.0%	4.0%	7.0%
1999, n=77	11.7%	11.7%	9.1%	7.8%	0.0%
2000, n=72	6.9%	12.5%	0.0%	0.0%	1.4%
2001, n=110	13.6%	12.7%	-0.9%	0.9%	5.5%
2002, n=121	9.1%	7.4%	4.1%	0.0%	2.5%
2003, n=100	14.0%	8.0%	12.0%	2.0%	1.0%
2004, n=97	7.2%	13.4%	4.1%	4.1%	
2005, n=90	12.2%	3.3%	6.7%		

Annual Attrition Rate by Subcohort Year

Note: a negative attrition rate indicates a drop in the rate and means student(s) returned to their subcohort



Programs to Improve Retention

First Year Retention Rates

- Living Learning Communities (n=7 communities) **91.6%**
 - Graduation = 76.1%
- Non-Living Learning Residence Halls **87.8%**
 - Graduation = 73.1%
- Freshmen Interest Groups (n-3,499 students) **92.0%**
- Freshmen non-FIGS (~ 5000 students) **88.1%**



The Value of Living on Campus

First Year Retention Rates

- All resident students (n=8,347) 92.9%
- Off-campus (n=4,141) 88.6%



Tracking Advising Activity

Longitudinal Advising Tracking Report 2009-2010

Aug-to-Date Summary Total 483,667

Office of Undergraduate Studies/Appointments/Walk-Ins

	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-09	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Academic Dean (GB)	150	166	40	56	63	107	62	80	99	112		133		42
Academic Coordinator (EC)	77	66	35	33	69	90	69	83	109	82		94		69

Transfer Evaluations
Academic Records

Advising First ~ William Johnston Building/Epps

	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-10	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
TOTAL														
monthly difference														
Appointments/Walk-Ins	256	186	484	358	736	978	523	467	100	150		275		626
Phone Calls	319	204	399	44	535	461	584	277	113	80		233		121
Email	1492	963	17745	67	40740	21247	6766	16198	2592	1376		5415		22448
Section Total	2067	1353	18628	469	42011	22686	7873	16942	2805	1606	0	5923	0	23195
monthly difference		714		18159		19325		-9069		1199		-5923		-23195

Center for Academic (excludes AF advisor)

Appointments/Walk-Ins
Tutorial Lab
Phone Calls

Advising First Sites

	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-10	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
TOTAL														
monthly difference														
HCB (appts/walk-ins)	34	112	64	151	13	404	23	202	3	52		89		31
HCB phone	11		117		46		36		8					46
HCB email	0		0		0		0		0			49		0
Library (appts/walk-ins)(RS)	35		120		175		98		18			10		108
Library phone	1		26		54		20		9			60		9
Library emails	5		770		633		775		30					113
other														
TOTAL	86	112	1097	151	921	404	952	202	68	52		208		307
monthly difference		-26		946		517		750		16		-208		-307

Advising First ~ Univ

Advisor Assignment
Appointments/Walk-Ins
Phone Calls
Email

Section Total

TOTAL

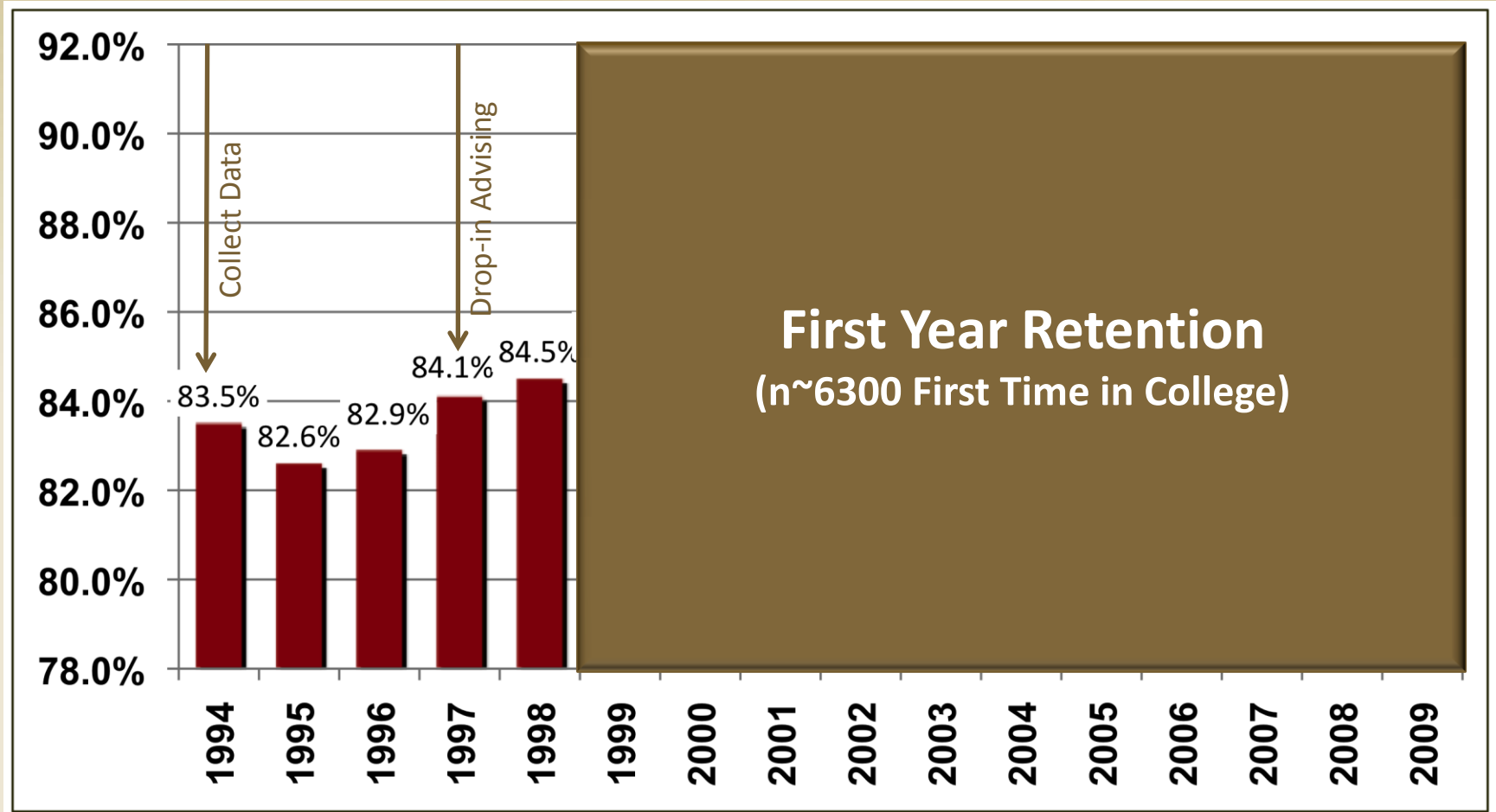
monthly difference

Satellites Appointments/Walk-Ins

	Aug-09	Aug-08	Sep-09	Sep-08	Oct-09	Oct-08	Nov-09	Nov-08	Dec-10	Dec-08	Jan-10	Jan-09	Feb-10	Feb-09
Section Total														
Biology (AS)	270	193	291	54	358	98	110	101	41	33		304		369
Biology (DL) [11/05]	323	251	258	126	879	523	105	140	33	69		451		364
Business (DG)	214	164	334	245	329	535	171	195	58	59		351		172
Business (RB)	235	195	290	136	367	325	130	99	80	36		213		307



First Year Retention



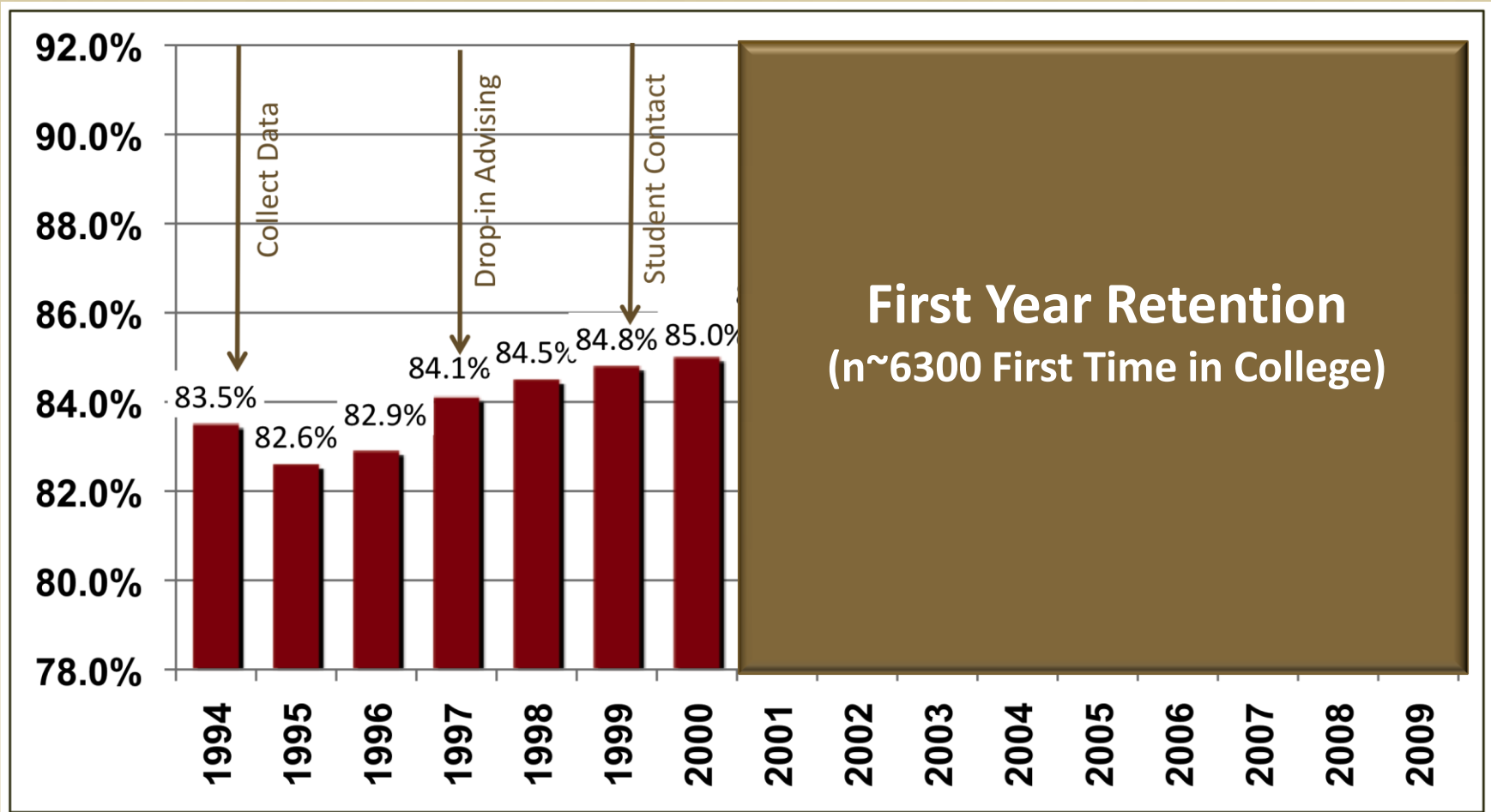
Typical Action Steps

(~100 actions per term)

January	By end of January	Emails to students with 40 attempted hours who have not been accepted into a major	Individual Responsible
January	Ongoing	Update department Degree Audit reports	Individual Responsible
January	Ongoing	Individual contact with students who have been placed on probation	Academic Section
January	Ongoing	Individual contact with students who have been placed on warning	Academic Section
February	1 st week	Offer Workshop: Students Taking Exploratory Paths to Success	Advising First
February	1 st week in the month	Email to all F coded students w/100+ hours inquiring about graduation plans; email to all H coded students w/100+ hours inquiring about finishing/graduation plans	Individual Responsible
February	6 th week of term	New transfer—How are you doing— deadlines	Individual Responsible



First Year Retention



UNDERGRADUATE ACADEMIC PROGRAM GUIDE

(AND COMMUNITY COLLEGE COUNSELING MANUAL) 2008-2009

Program Guide Legend

- P** Program Description
M Academic Map
D Department URL
C Learning Compact

Academic Degree Programs:

To use this resource, first find your program of interest and then select **P** for a detailed program description, **M** to view the academic map, **D** to link to the department's webpage, or **C** to access the Academic Learning Compact. The program descriptions are also available in PDF format at [Academic Programs](#). Download the most recent version of Adobe Acrobat Reader at [Adobe](#).

Jump Links: A-D E-L M-R S-Z Minors Certificates Other Programs Liberal Studies/General Education

P	M	D	C	Accounting *
P	M	D	C	Actuarial Science
P	M	D	C	Advertising (Communication)
P	M	D	C	African American Studies
P	M	D	C	American and Florida Studies
P	M	D	C	Anthropology
P	M	D	C	Apparel Design (Textiles & Consumer Sciences)
P	M	D	C	Applied Mathematics
P	M	D	C	Art, Studio
P	M	D	C	Art Education (Certification, Pre Art Therapy, Community)
P	M	D	C	Art History
P	M	D	C	Asian Studies
P	M	D	C	Athletic Training
P	M	D	C	Audiology and Speech Pathology (Communication Disorders)
P	M	D	C	Biochemistry
P	M	D	C	Biological Science

Source: <http://www.academic-guide.fsu.edu/>



Accounting is a limited-access major. To be admitted into accounting, you must have completed at least 52 hours, have earned a "C-" or better in the Admission Prerequisite Courses (CGS2100, MAC2233, ECO2013, ECO2023, ACG2021, & STA2023), and have the required overall GPA. Electives should focus on gaining additional exposure to the social and behavioral sciences and on improving communication and analytical reasoning skills. There are many specializations within the accounting field. Graduates can go on into challenging positions with only a bachelor's degree; however, many positions require a CPA certificate. Students planning to work as a CPA in Florida are required to complete a 5-year educational program and should plan on completing the master's degree in Accounting.

Sample Schedule		Milestones
Term 1	Hrs.	TERM 1
ENC1101 or higher English	3	Overall GPA 2.7 or higher
MAC1105 or higher mathematics	3	Complete ENC1101
CGS2100, ECO2023, or ECO2013	3	
LS History/Humanities	3	
Elective	3	
Total hours	15	
TERM 2	Hrs.	TERM 2
ENC1102 or other second English	3	Overall GPA 2.8 or higher
MAC2233	3	Complete 2 Admission Prerequisites
ECO2023, ECO2013, or CGS2100	3	Complete ENC1102 or other second English
LS History/Humanities/Natural Science	3	Complete MAC1105
Elective	3	
Total hours	15	
TERM 3	Hrs.	TERM 3
ECO2023, ECO2013, or CGS2100	3	Overall GPA 2.9 or higher
STA2023	3	Complete 4 Admission Prerequisites
ACG2021	3	Complete MAC2233
LS History/Humanities/Natural Science	3	
Elective	3	
Total hours	15	
TERM 4	Hrs.	TERM 4
Elective	3	Overall GPA 2.9 or higher
LS Humanities Literature	3	Complete all 6 Admission Prerequisites
LS Social Science/History	3	Satisfy CLAST
LS Natural Science with Lab	4	
Elective	2	
Total hours	15	

Source: <http://www.academic-guide.fsu.edu/Maps/Mapaccounting.html>



Retention and Graduation Rates have improved since the implementation of Mapping

2000 Cohort had a graduation rate of 70.8%

2003 Cohort had a graduation rate of 73.9%



Number of Students with More than 110 Student Credit Hours who Did Not Apply for Graduation: Registration Hold Initiated in 2000

➤ 2000	7,382 students
➤ 2006	3,011 students
➤ 2009	1,540 students



Top Ten Enrolled Courses

A	B	C	D	E
Course Number	Course Ind	Course Name	Dept Name	Hours
MAC1105	★	COLLEGE ALGEBRA	Mathematics	5,094.00
HUM3321	★	MULTICULT FILM	Humanities	4,683.00
ECO2013	★	PRIN OF MACROECON	Economics	4,485.00
ENC1101		FRESH COMP & RHETRC	English	4,392.00
BSC1005	★	GEN BIO NON-MAJORS	Biological Science	4,305.00
AMH2097	★	RACE/ETHNICITY IN US	History	4,302.00
PSY2012	★	GEN PSYCHOLOGY	Psychology	4,272.00
CGS2060	★	COMPUTER FLUENCY	Computer Science	3,645.00
ENC1102		FRESH WRITING RESRCH	English	3,510.00
FAD2230	★	FAM RELSHP LIFE DEV	Family and Child Sciences	3,387.00

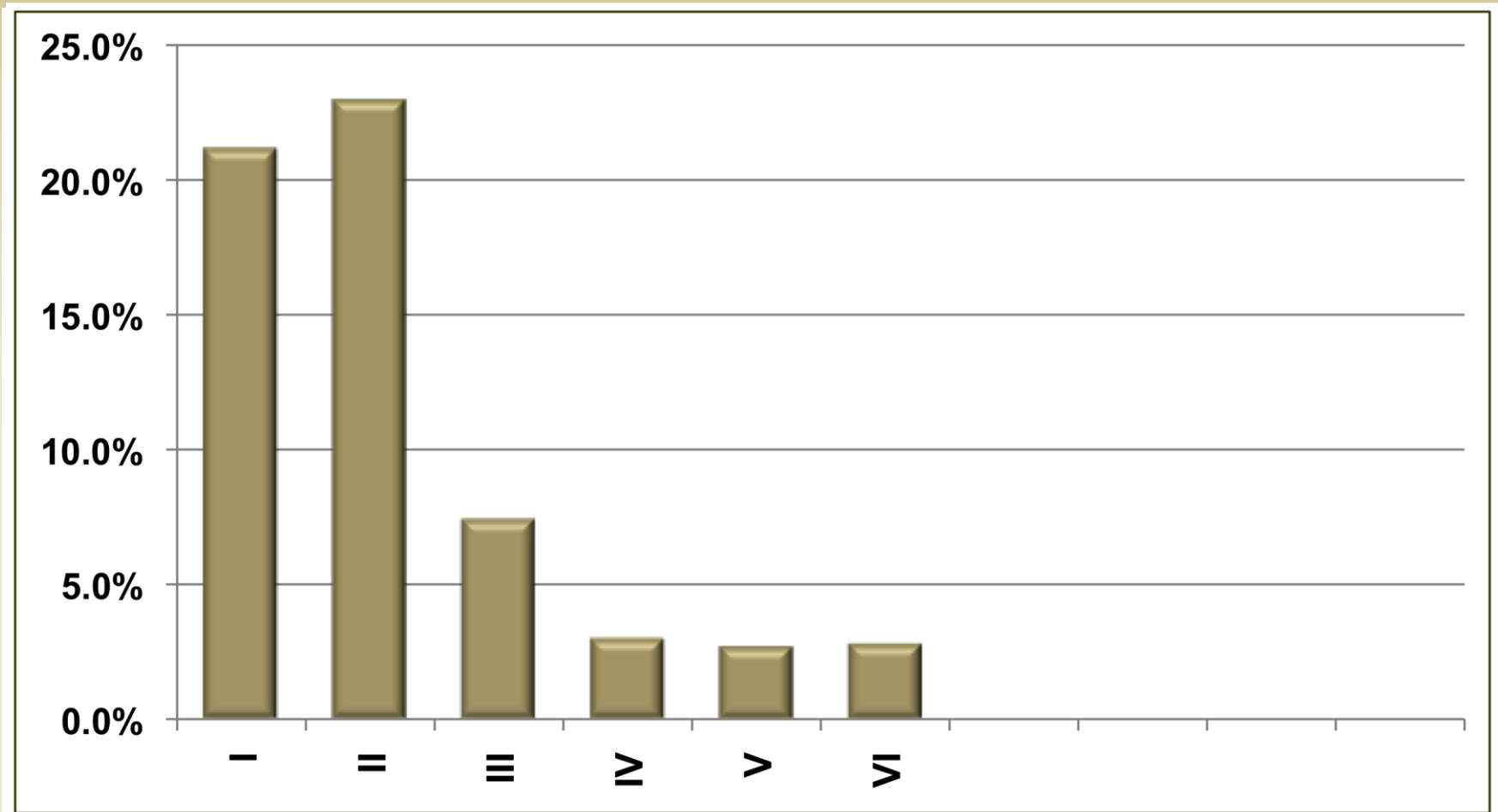


Courses with High D/F Grades

Focus on high enrollment low success courses



ATTRITION TABLE BY TERM



LOSS OF STUDENTS AFTER A POOR TERM



OVERVIEW OF THE COURSE

- Course Topics:

- Choosing Success (HS vs. college & resources)
- Memory & Learning
- Time Management & Procrastination
- Note Making
- Learning Styles & Test Prep
- Grades & Other Feedback
- Active Reading
- Critical Thinking



IMPACT OF THE COURSE

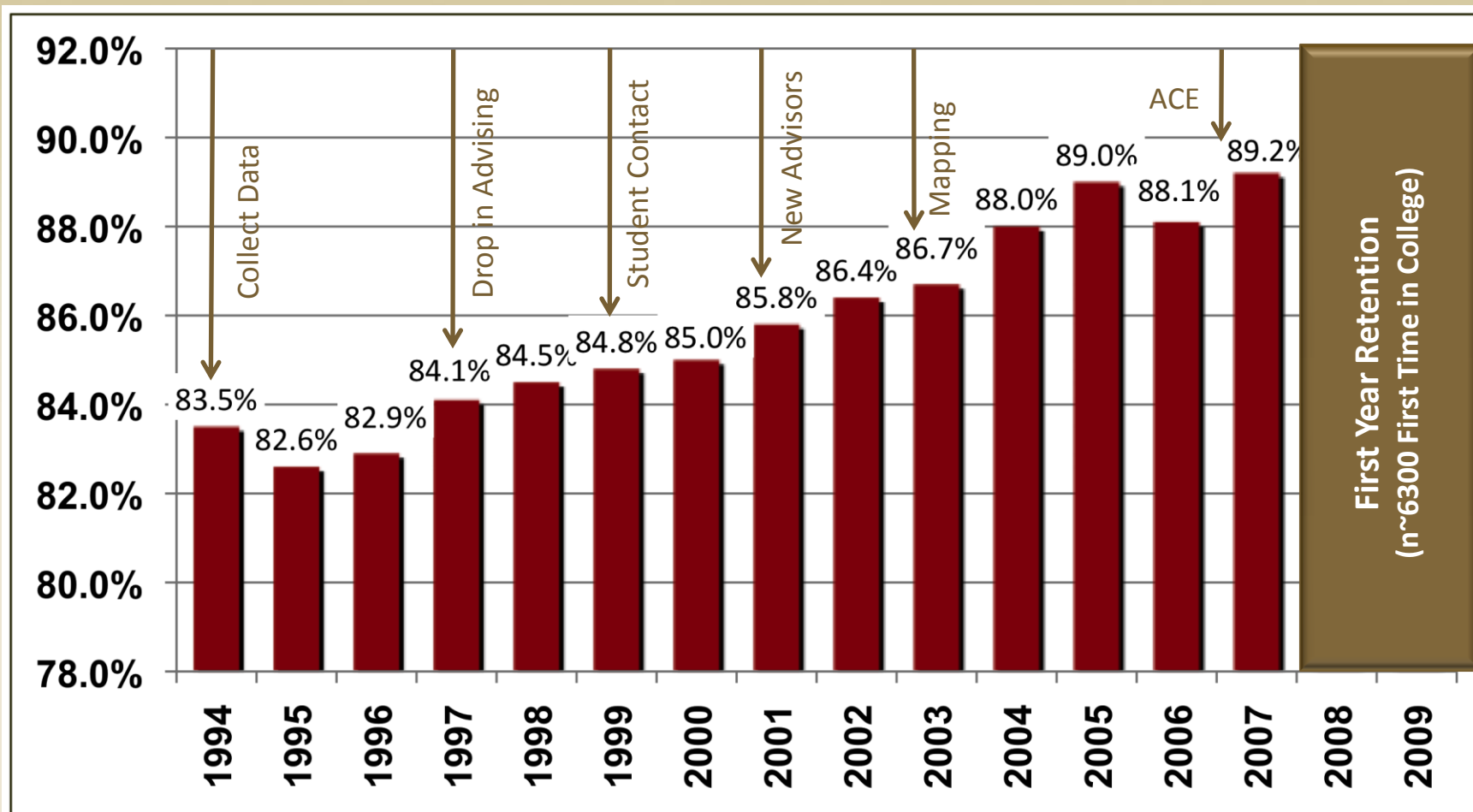
- Among course completers, the first-year retention rate is increasing over time.

First-Year Retention Rate of Course Completers 2007-2010 Cohorts

Cohort	2006	2007	2008	2009	2010
%	54%	63%	65%	71%	TBD
+/-	--	--	2%	6%	--



First Year Retention








Coaching Impacts “Soft” Factors the University can’t Directly Control

Seven Focus Areas for Measurement and Coaching Efforts



Success Coaching Has Met or Exceeded Every Attrition and Student Success Goal

Summary of Advising Plus Program Performance Fall 08 to Fall 09

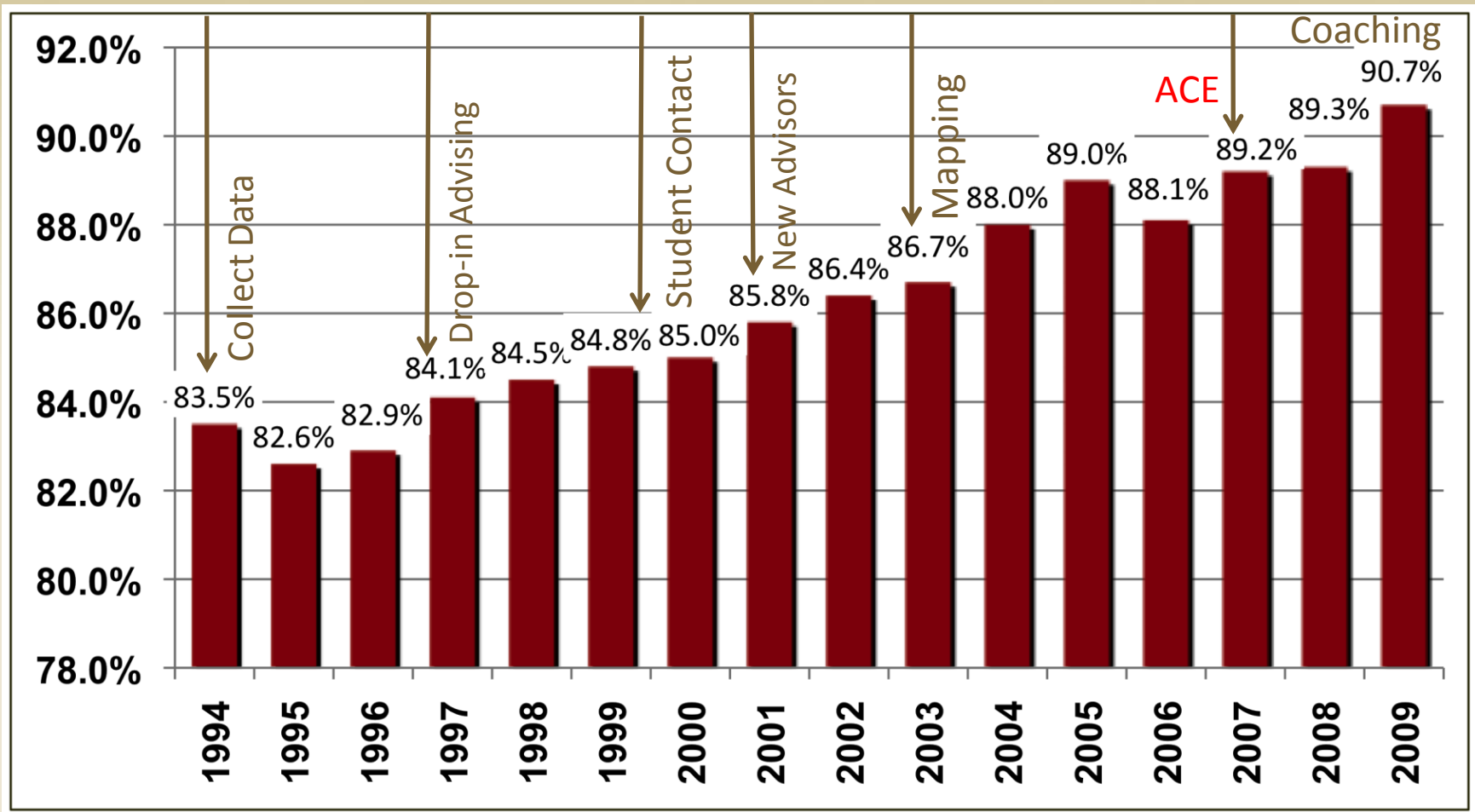
Success Measure	Fall 2009 Results ¹			
	Coached	Non-Coached	Improvement	Condition
<i>Spring-to-Fall Attrition</i>	8.8%	11.2%	2.3 pts (23%)	
<i>Average GPA</i>	3.24	3.19	0.05 pts (1.6%)	
<i>Loss of Bright Futures Eligibility²</i>	16.1% (64)	17.5% (70)	1.4 pts (8%)	
<i>At-Risk Students</i>	3% (12)	5% (20)	2 pts (40%)	
<i>Major Selection Rate³</i>	63%	58%	5 pts (8%)	
<i>Students Off Map⁴</i>	10.5%	10.6%	-	-

[1] N=400 non-coached; 397 coached [2] Note: based on students with <2.75 cumulative GPA

[3] N=200 non-coached; 197 coached [4] GPA, BF, At Risk, Major Selection, Students on/off map as of 5/09



First Year Retention



First Year Retention (n~6300 First Time in College)



The Center for Academic Retention and Enhancement Program

- Recruits First Generation students primarily of low socioeconomic status
- Operates Summer Bridge Program
- Early arrival a week before classes
- Mandatory activities
- On-campus housing with CARE counselors as well as traditional RAs
- Tracks, assists and mentors students



Center for Academic Retention and Enhancement (CARE)

➤ CARE Retention Rate	94.2%
➤ All FTIC Retention Rate	90.7%
➤ CARE Graduation Rate	74.0%
➤ All FTIC Graduation Rate	69.7%



Key Strategies for CARE

1. Early and continuous contact with students during Middle School
2. Large (>200) and diverse cohorts, including academic diversity
3. Financial aid to cover 100% of costs at least initially
4. Start College during Summer with
 - A pre-classes week of introductory programs
 - Mandatory participation in
 - Academic advising
 - Study Hall
 - Tutoring
 - Social Activities



Key Strategies for CARE

(continued)

5. Campus-wide Knowledge and Support
6. Constant contact throughout college using paid mentors and tutors
7. Immediate and Aggressive Follow-up for any Student having difficulties
8. Honor societies focused on underrepresented students, e.g., W.E.B. DuBois Honor Society and Oscar Arias Sanchez Honor Society



Low Cost Effective Strategies - I

- Academic Mapping for each Degree: term by term course schedule with must take courses required: +3.1%
- Action steps with student contact aligned with the academic calendar
- Moving Advisors to where the students are at the time when they are there; recording all interactions/questions by time-of-day by day-of-week.



Low Cost Effective Strategies - II

- Place High Risk Students in Residence Halls
- W.E.B. Du Bois Honor Society
- Oscar Arias Honor Society
- Freshmen Interest Groups (FIGS): + 3.9%
- Learning Communities in Residence Halls: +3.8%
- Encourage strong attendance policies in courses with high percentages of D and F grades; quarter term and mid-term reports to advisors

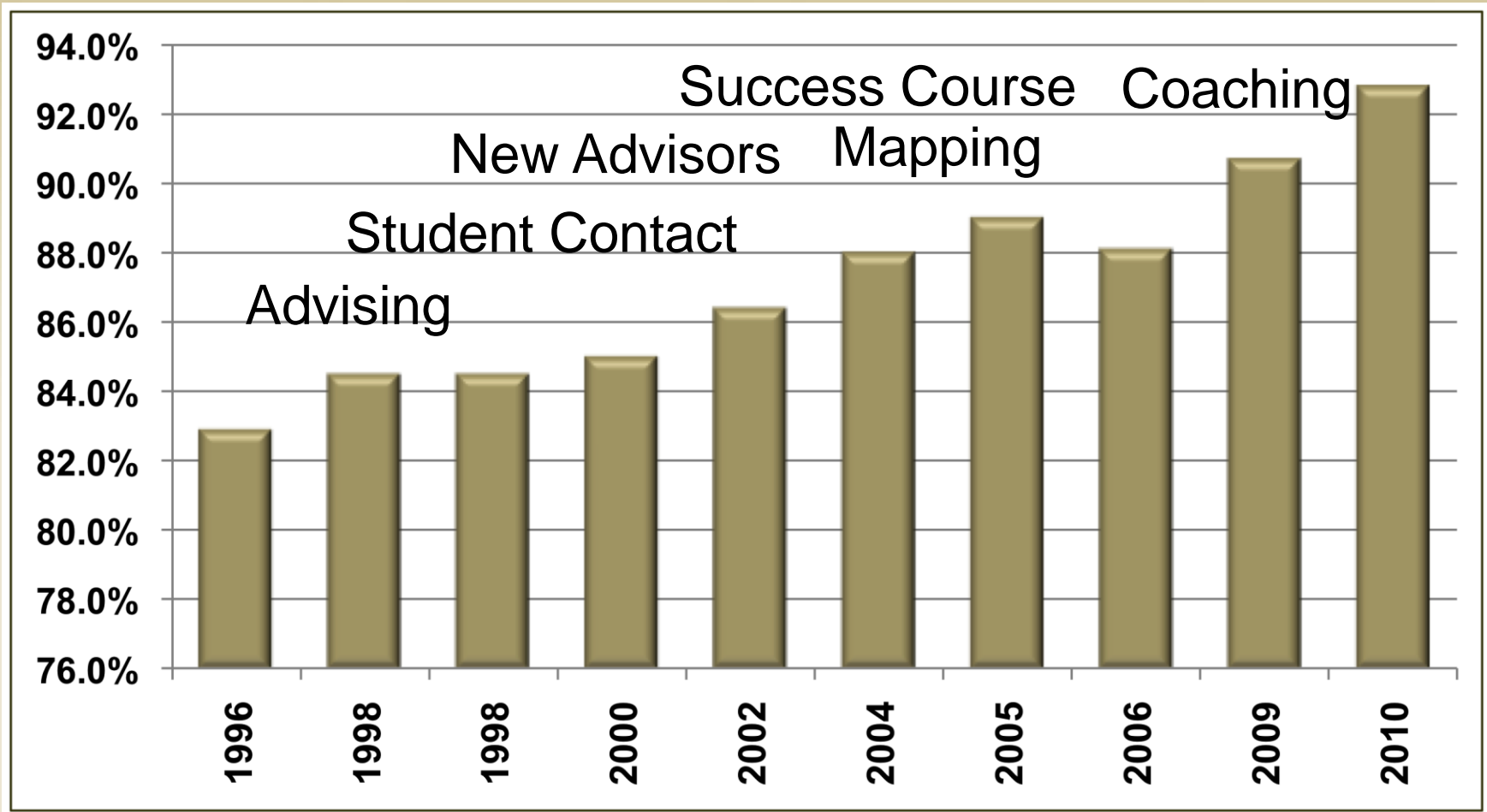


Higher Cost Effective Strategies

- Re-engineer Low Success Courses
- Add programs for High Risk students: +3.5%
- Add Advisors
- Add Tutors in selected courses
 - Drop in tutoring
 - Tutoring by appointment
- Add “Successful Learning Strategy” course: +
- Add Success Coaches: +2.3%



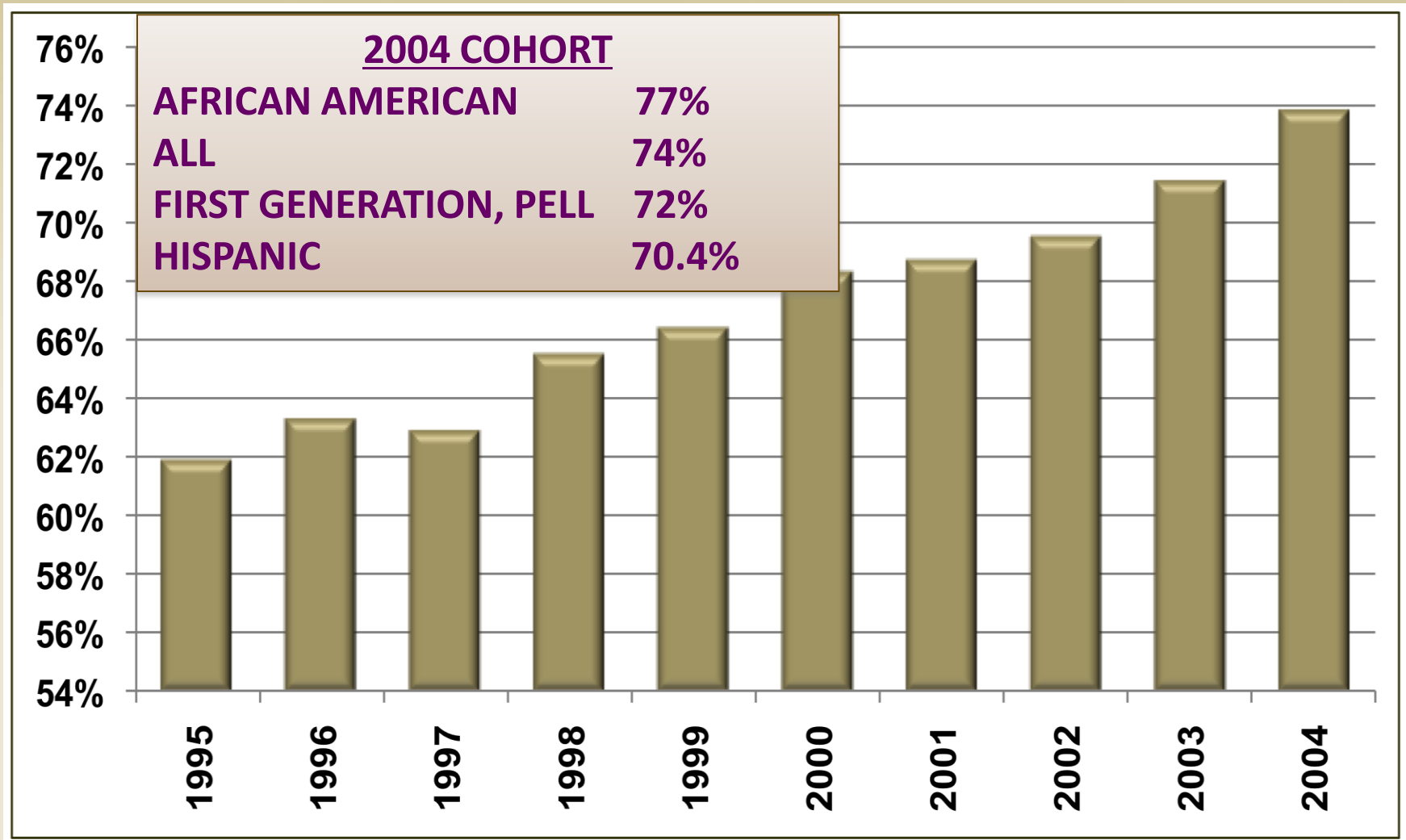
Retention Progress



First Year Retention Rate



FSU's Ten-Year Graduation Trend



The Florida State University

Return on Investment

- First Time in College 6000 students
- Net new students Year 2 ~ 510
- Gain in students over four years ~2040
- Total investment \$2,600,000
- Gain in tuition alone* \$6,120,000
- New Revenues** \$3,520,000
- *Calculated at \$3000 per student, excluding fees of ~\$1500.
- ** To serve the additional students and reinvest in the institution





Questions?

